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ABSTRACT

The Ohio State Department of Education has identified 10 basic values for which students are to strive. These individual character traits are compassion, courtesy, tolerance, honesty, self-discipline, diligence, responsibility, self-respect, courage, and integrity. This guide provides sample strategies for educators to help them to develop these traits in their students. The guide is comprised of five sections. Section 1 contains a sample character trait inventory. The 10 basic values are listed with statements related to each trait. The purpose of the instrument is to determine the extent to which these values are practiced by individuals in the school. A sample needs assessment instrument is provided in section 2 of the guide. It is to be used in conjunction with the character trait inventory to target aspects of the general school and classroom environments where action may be needed to ensure that individual character traits are being addressed. Goals based on the environmental aspects listed on the needs assessment tool are established in section 3. Each goal is followed by sample activities or lesson plans that address each of the character traits at various grade levels. Section 4 provides a model for organizing an advisory committee. School districts are encouraged to appoint a broad-based advisory committee to review the State Board's report, determine the community's values, and develop strategies for incorporating these values in the schools. The fifth and final section of the guide is a listing of books, articles, resource materials, and newsletters that may prove beneficial in the incorporation of character education in the school environment. (DB)

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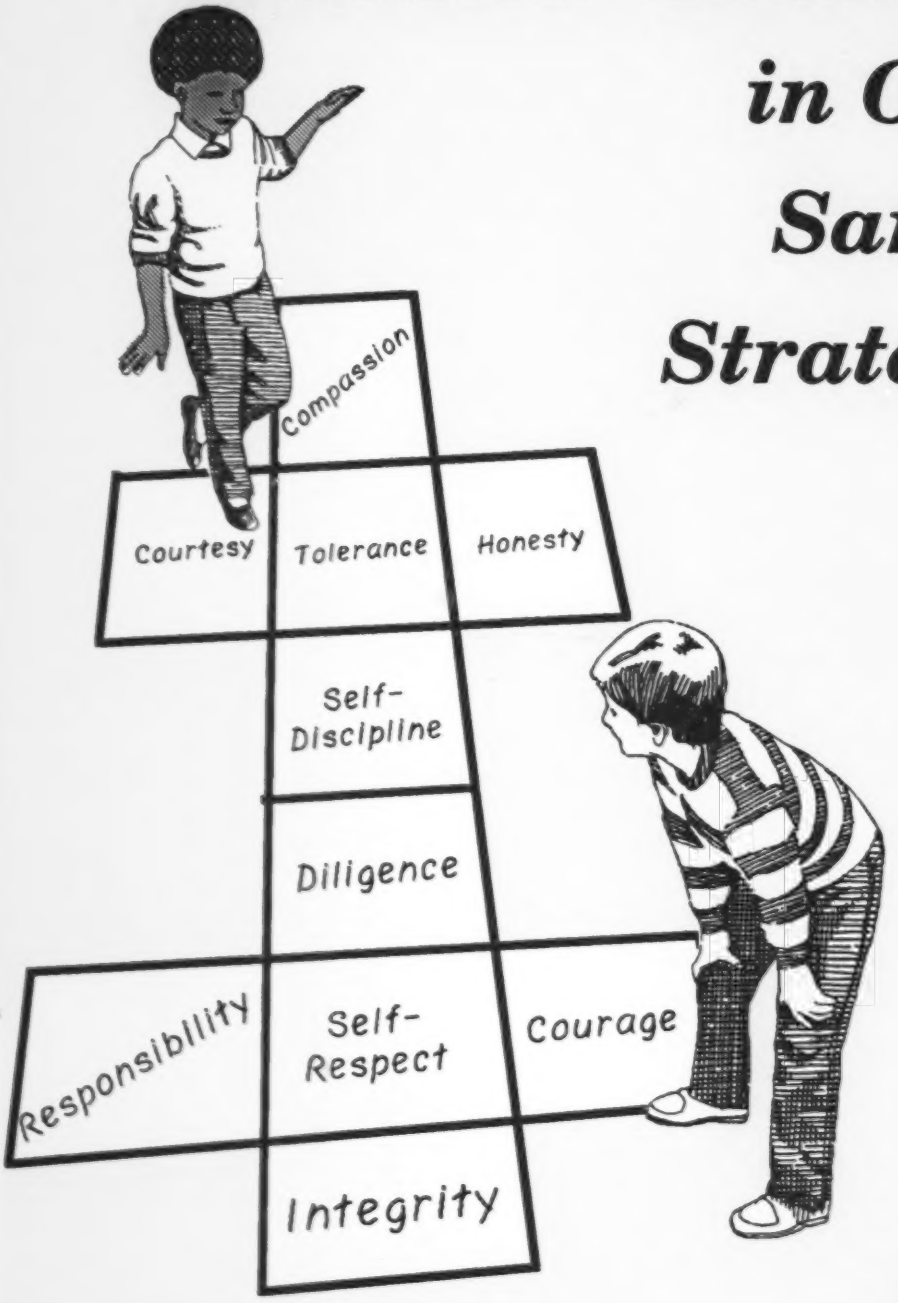
Character Education in Ohio: Sample Strategies



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Foreword

Philosophical Statement

We recognize that the foundation of our free and democratic society is a populace educated to respect sound values and make intelligent decisions through open discussion and the exchange of ideas. It follows, therefore, that the schools, working with the home, religious institutions, government, business and industry, and community organizations, must actively reinforce basic, clearly identified values. In that way, present and future generations will develop the character, acquire the knowledge, and possess the wisdom needed to function in society.

Schools play an important role in promoting moral development in the nation's youth.

To assist with the task of building character and developing responsible democratic citizenship, the State Board of Education and the Ohio Department of Education have produced *Character Education in Ohio: Sample Strategies.*

In 1987, a State Board of Education subcommittee on character education was appointed to review existing material for further action in the area of values and character education. To facilitate deliberations, a broad-based external advisory committee was appointed. This group created a philosophical statement, listed basic American values that all students should learn, and devised strategies for implementing character education programs throughout Ohio. An interdivisional action committee within the Ohio Department of Education was then appointed to develop more detailed materials that could be used in Ohio's classrooms and communities. A review committee composed of community and school representatives critiqued the final product.

This guide, then, is the product of many creative minds representing various constituencies and functioning in multiple roles, but all dedicated to promoting character education. It is their hope that this material will inspire others who share their belief that character education must be developed and strengthened at the local level, in every school district, in every family, and in every community institution that deals with children.

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Introduction

The pluralism of our nation has greatly enriched our culture. An outgrowth of this pluralism is a diverse value system reflecting the contributions of many ethnic, religious, and racial groups. Yet, a consensus of common moral values transcends this cultural diversity.

Values for which students should strive have been identified by the State Board of Education. These individual character traits are as follows:

Compassion	Students should show care, concern, and empathy for the needs of other persons without regard to race, religion, gender, age, economic status, and/or physical and mental condition.
Courtesy	Students should display good manners and politeness, showing the same respect for others as they would wish for themselves.
Tolerance	Students should strive to discover and learn about people who are different from themselves and about cultures different from their own.
Honesty	Students should be truthful and trustworthy in their relationships with others.
Self-Discipline	Students should realize the motivations for their actions and give priority to duties and responsibilities rather than to conflicting impulses and desires, being willing to sacrifice present satisfaction in order to receive long-term benefits.
Diligence	Students should pursue worthwhile endeavors, showing persistence, care, and effort.
Responsibility	Students should exercise sound thinking and good judgment, as they are personally and ethically accountable for their actions. Students should work with others to strengthen the family and improve their community, the state, the nation, and the world for everyone.
Self-Respect	Students should consider the person within themselves, realize their worth and dignity as human beings, and account for their strengths as well as their weaknesses.
Courage	Students should develop inner strength and stability to draw upon in times of adversity.
Integrity	Students should acquire sound values and thereafter seek to live up to them in a consistent manner.

The ultimate goal of education is the positive influence of student behavior. Students who are committed to these basic American values will gain respect for themselves and others and will work to improve the social and natural environment for all. The school has the unique opportunity to develop and nurture these traditional values in every member of its community.

Section 1 of the guide contains a sample character trait inventory. The ten basic American values are listed with statements related to each trait. The purpose of the instrument, which reflects an integrated approach, is to determine the extent these values are practiced by individuals in the school. It should be versatile enough to inventory self, an individual, or a group.

It can be simplified to meet the needs of elementary-level students. The scale ranges from whether the trait is "usually" to "seldom" exhibited. The inventory is used for awareness of the basic values by self and group, and for identification of character traits that may need to receive special attention.

A sample needs assessment instrument is provided in Section 2 of the guide. It is to be used in conjunction with the character trait inventory to target aspects of the general school and classroom environments where action may be needed to ensure that individual character traits are being addressed. Specific activities that address each of the ten values can be formulated for each environmental area.

Goals based on the environmental aspects listed on the needs assessment tool have been established in Section 3. Each goal is followed by sample activities or lesson plans that address each of the character traits at various grade levels.

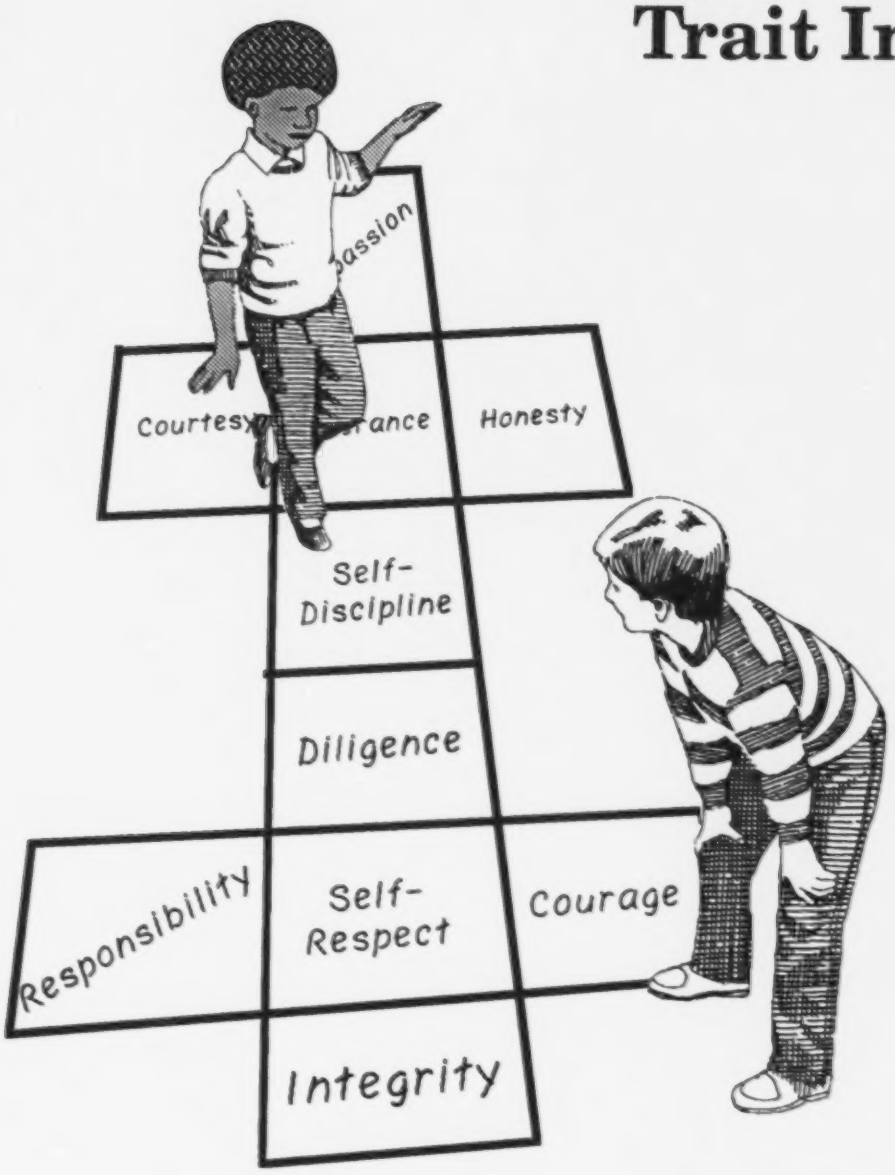
Section 4 provides a model for organizing an advisory committee. School districts are encouraged to appoint a broad-based advisory committee to review the State Board's report, determine the community's values, and develop strategies for incorporating these values in the schools.

The last section of the guide is a listing of books, articles, resource materials, and newsletters that may prove beneficial in the incorporation of character education in the school environment.

This guide was developed not to prescribe strict definitive policies but rather to provide samples for implementing character education. Its primary function is to stimulate ideas for activities that will instill these values in individuals. Administrators and teachers are encouraged to refine the suggestions in each section, tailoring the samples so they more accurately measure their own classroom and school environments and more adequately satisfy needs.

Section 1

Sample Character Trait Inventory



Sample Character Trait Inventory

Key
3-Usually
2-Sometimes
1-Seldom

Individuals in our school/class:

	3	2	1
A. COMPASSION			
1. Are sensitive to other people's feelings and needs.			
2. Support people who are having problems.			
3. Are concerned about their environment.			
4. Honor others' goals.			
5. Treat animals humanely.			

	3	2	1
B. COURTESY			
1. Are helpful to others.			
2. Practice traditional civilities.			
3. Practice good sportsmanship.			
4. Display fairness.			

	3	2	1
C. TOLERANCE			
1. Get along with others.			
2. Understand and respect democratic values.			
3. Understand and respect others who are different.			
4. Know how to balance own needs with needs of others.			
5. Recognize that mistakes are a normal part of existence.			
6. Are able to negotiate and compromise.			
7. Respect the integrity and judgment of others.			
8. Respect the rights of others.			

	3	2	1
D. HONESTY			
1. Are trustworthy.			
2. Respect the property of others.			
3. Are honest on tests and assignments.			
4. Speak the truth freely.			
5. Are forthright in principle and action.			
6. Respect the confidentiality of privileged information.			

	3	2	1
E. SELF-DISCIPLINE			
1. Establish short-term and long-term goals.			
2. Are independent and self-directing.			
3. Complete tasks despite conflicting impulses and desires.			
4. Strive for optimal physical and emotional health.			
5. Resist those things that are not good for them.			
6. Strive for self-improvement.			
7. Apply logic and reasoning to solving problems.			
8. Exhibit continuous self-evaluation in striving for goals.			

	3	2	1
F. DILIGENCE			
1. Have a commitment to learning.			
2. Pursue tasks even when difficult or uninteresting.			
3. Complete work in a competent manner.			
4. Turn work in on time.			
5. Take pride in work.			
6. Exhibit self-discipline.			

	3	2	1
G. RESPONSIBILITY			
1. Exercise sound thinking and good judgment.			
2. Are accountable for their actions.			
3. Show respect for legitimate authority.			
4. Understand and accept their role as a productive family member.			
5. Attend school regularly.			
6. Exercise civic rights and duties.			
7. Participate in school-sponsored activities.			
8. Work to improve community.			

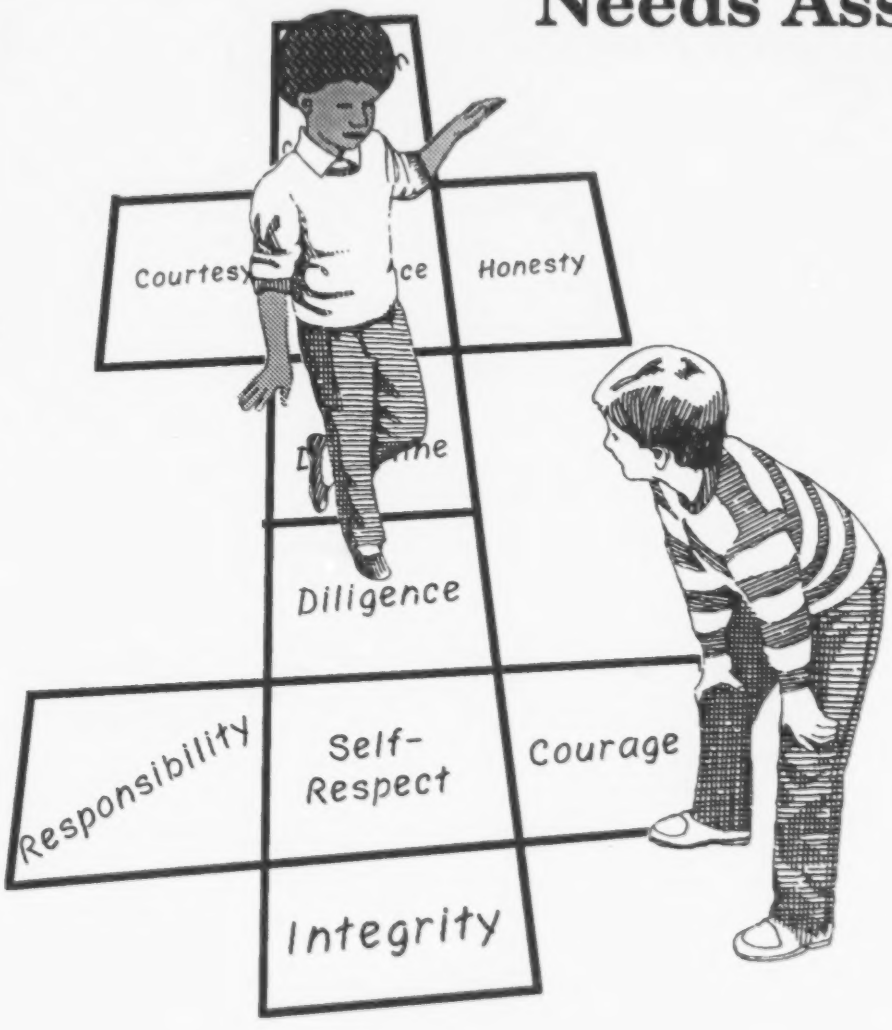
	3	2	1
H. SELF-RESPECT			
1. Are self-confident and self-assured.			
2. Realize their worth and dignity.			
3. Accept weaknesses and mistakes.			
4. Feel a sense of belonging.			
5. Have a feeling of pride in self.			
6. Realize the value of assistance.			

	3	2	1
I. COURAGE			
1. Stand up for own rights.			
2. Take leadership roles.			
3. Face risk and hardship resolutely.			
4. Defend and protect the rights of others.			
5. Express convictions freely.			

	3	2	1
J. INTEGRITY			
1. Demonstrate soundness of character.			
2. Follow the spirit of the law.			
3. Possess moral judgment.			
4. Follow a consistent ethical path.			
5. Are loyal.			
6. Possess a sense of justice and fair play.			

Section 2

Sample Character Education Needs Assessment

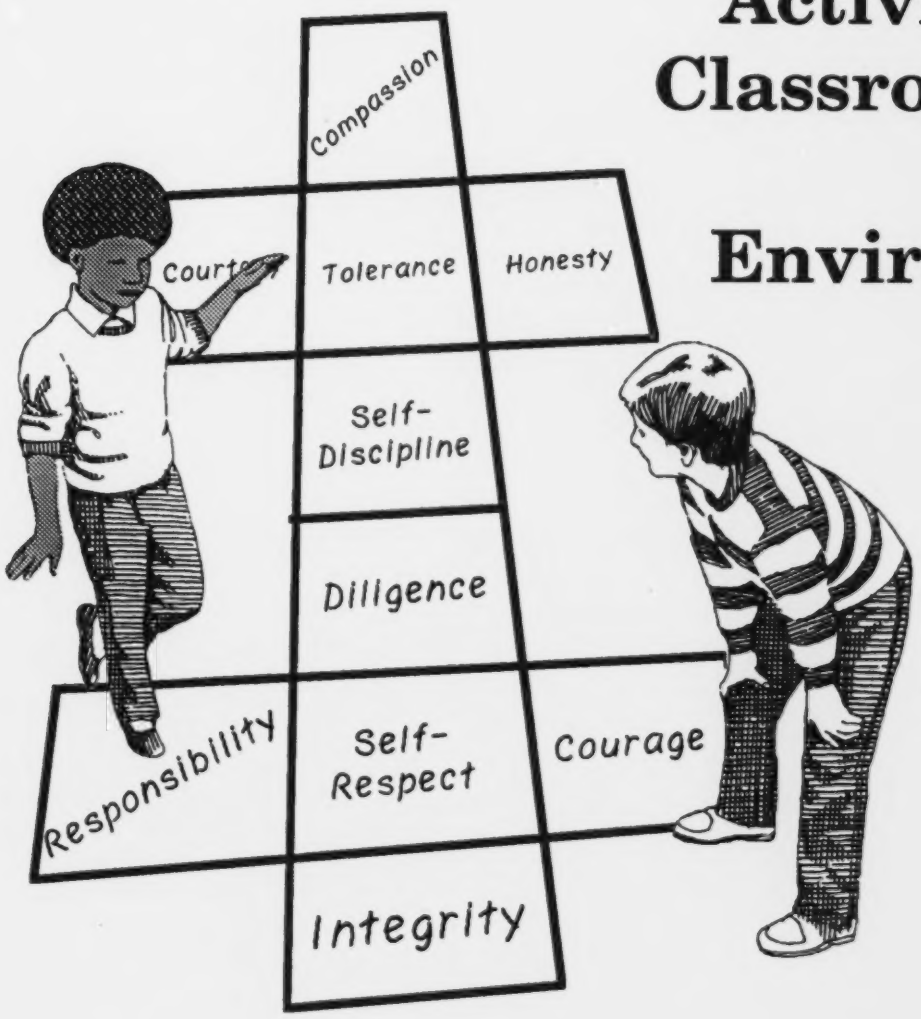


SAMPLE CHARACTER EDUCATION NEEDS ASSESSMENT

CHARACTER TRAITS	CLASSROOM ENVIRONMENT				GENERAL SCHOOL ENVIRONMENT											
Directions: Based on the preceding **Sample Character Trait Inventory,** next to each character trait mark each aspect of general school and classroom environment as it is observed: 3 - Usually 2 - Sometimes 1 - Seldom	1. Incorporated in curricula	2. Integrated in classroom relationships	3. Addressed in field trips/special events	4. Presented by guest speakers	1. Evidenced in guidance program	2. Demonstrated in athletic programs	3. Observed in school contests	4. Addressed in school assemblies	5. Written in student codes of conduct	6. Recognized publicly	7. Communicated to parents	8. Written in staff handbooks	9. Included in public relations materials	10. Exemplified by school/community service	11. Exhibited in school-sponsored organizations	12. Observed in nonclassroom areas
A. Compassion																
B. Courtesy																
C. Tolerance																
D. Honesty																
E. Self-Discipline																
F. Diligence																
G. Responsibility																
H. Self-Respect																
I. Courage																
J. Integrity																

Section 3

Sample Lesson Plans and Activities for Classroom and School Environment



Classroom Environment

Goal 1: To incorporate the teaching of the character traits in curricula

a. Sample Lesson Plan on Compassion

Subject: Science

Grade Level: 6-12

Objective: Students will be concerned about their environment.

Activities: Students will read news articles about environmental issues in their community.

Students will discuss the environmental impact raised by the issues in these articles.

Students will develop strategies for correcting the environmental problems presented in the articles.

Students will write letters to appropriate business or government officials describing the environmental problem(s) and proposing their solution.

Evaluation: The teacher will determine student concerns for the environment based on the content of the letters written.

b. Sample Lesson Plan on Courtesy

Subject: Social Studies

Grade Level: K-2 (May be appropriate for special education students)

Objective: Students will relate various ways community members are helpful to others.

Activities: Students will list community helpers and the type of help they provide.

Students will role-play what might happen in specific circumstances if these community helpers were not available.

Students will discuss ways in which they can help others.

Evaluation: The teacher will determine the quality of student responses during the class discussion.

c. Sample Lesson Plan on Tolerance

Subject: Language Arts

Grade Level: 6-12

Objective: Students will understand and respect people of other cultures.

Activities: Based on television programs and/or commercials students have viewed, the students will critique them for representation of various cultures. Students should be able to differentiate between factual representations and stereotypes.

Students will discuss their critiques with the rest of the class.

Evaluation: The teacher will determine the quality of student oral presentations during the class discussion.

The teacher will ask students if their tolerance of other cultures has increased as a result of this lesson.

d. Sample Lesson Plan on Honesty

Subject: Business Education

Grade Level: 8-12

Objective: Students will expand their knowledge and understanding of trustworthiness.

Activities: Students will list supplies often taken from the office for use at home or elsewhere (e.g., pens, paper clips, envelopes, staples, paper pads).

Students will use office supply catalogs to calculate the value of the items listed.

Discuss if taking these items represents a violation of trustworthiness.

Discuss the loss to the company, waste of supplies, and employer/employee trust.

Students will prepare reports or oral presentations on eliminating office waste/theft or business ethics.

Evaluation: The teacher will evaluate the calculations made by students on the value of the office supplies.

The teacher will determine student concern for office waste/theft.

The teacher will determine the quality of the reports and oral presentations prepared by students.

e. Lesson Plan on Self-Discipline

Subject: Health

Grade Level: 6-12

Objective: Students will be aware that they should resist things that are not good for them.

Activities: Students will read literature or view a videotape dealing with the problems of substance abuse.

In small groups of 4-6, students will develop a skit that presents ways in which pressure could be put on them to use harmful chemical substances and strategies for resisting these efforts.

Students will perform their skits for the rest of the class.

Evaluation: The teacher will determine student understanding of the pressures and will identify counteracting strategies suggested in the skits.

f. Sample Lesson Plan on Self-Respect

Subject: Home Economics

Grade Level: 6-12

Objective: Students will recognize their worth and dignity as individuals and family and community members.

Activities: Students will be divided into groups of two, three, four, and five members.

Students will identify the composition of their "group family (i.e., mother, son, and grandmother for a group of three)." If the group has only two members, a parent and a child must be represented.

Students (group families) will be given the same dilemma, problem, or situation. Each member of the group family will respond to the situation, with one member recording the responses.

Students will then return to one large group and report the responses given in their group families.

Evaluation: The teacher will determine the different responses of the various family members to the dilemma, problem, or situation.

The teacher will ask students if they would respond differently if they were answering for their true family.

The teacher will discuss the importance of self-respect in dealing with the given dilemma, problem, or situation.

The teacher will ask students to explain how their self-respect is affected by family and community.

g. Sample Lesson Plan on Responsibility

Subject: Interdisciplinary

Grade Level: K-12

Objective: Students will be aware that they are responsible for their actions.

Activities: Students will be assigned classroom tasks to carry out.

Students will discuss what they have to do to carry out these responsibilities.

Students will explain the consequences if they do not carry out these responsibilities. These explanations should include the effect on self and others.

Evaluation: The teacher will determine the quality of student responses, particularly noting if students understand the consequences of their actions.

h. Sample Lesson Plan on Courage

Subject: Physical Education

Grade Level: K-12

Objective: Students will learn to take leadership roles.

Activities: Students will be divided into groups of four to six members and will draw lots to determine who will be team captain/leader for the week.

Students will each have the opportunity to be team captain/leader during the year.

The team captain/leader's responsibilities might include setting up and retrieving equipment, assigning scorekeeping duties, completing code-of-conduct evaluations, making decisions for team strategies, etc.

Students will discuss their reactions to being team captain/leader as opposed to being a team member.

Evaluation: The teacher will confer with the team captain/leader at the end of the week regarding his or her leadership experience.

i. Sample Lesson Plan on Diligence

Subject: Mathematics

Grade Level: 9-12 (May be appropriate for gifted education students)

Objective: Students will develop appreciation for the pride in all work they do.

Activities: Students will list work activities/experiences they have at home, school, and community.

Students will compare the amount or percent of time spent in each area of work.

Students will prepare a chart or computerized spreadsheet to graph statistically both the quantity of work represented under each area and the amount of time they spend in each area.

Students will discuss and compare the quantities of work represented under each area and the amount of time spent in each area. Students will discuss the implications of both congruence and divergence in the two graphs.

Students will discuss and compare the work on the list that receives monetary compensation versus other expressions of appreciation or reward. Students will discuss rewards of work other than monetary.

Students will discuss the pride they have in work.

Evaluation: The teacher will determine the accuracy of the charts and computer spreadsheets.

The teacher will determine student understanding and appreciation of various compensations/rewards for work.

j. Sample Lesson Plan on Integrity

Subject: Social Studies

Grade Level: 9-12

Objective: Students will demonstrate an awareness of the importance of using sound moral judgment when faced with difficult situations.

Activities: Students will read literature or see audiovisual presentations on the Holocaust and on the Nuremburg Trials.

Students will discuss the purpose and activities of the Holocaust and the defense used by Nazis during the Nuremburg Trials. They should at some point focus on the Nazis' defense position that they were merely following orders.

Students will discuss what alternative courses of action could have been followed. They should consider what they would have done.

Students should then read about people who protected Jews from the Nazis during the war.

Students will examine if there are issues in the United States or in their own community that require individuals to exercise sound moral judgment in the face of unpopular opinion.

Students will write an essay describing an incident other than the Holocaust in which individuals had to make difficult moral judgments.

Evaluation: The teacher will determine the quality of the essays based on students' grasp of the issues involved.

Goal 2: To integrate the character traits in classroom relationships

a. Sample Activity, Grades K-2

During playtime, students will reflect character education traits of compassion, courtesy, honesty, self-discipline, self-respect, responsibility, courage, and integrity.

b. Sample Activity, Grades 3-5

During group projects, students will display all character education traits in their interactions with others.

c. Sample Activity, Grades 6-8

While participating in a school-sponsored food drive, students will exhibit all character education traits.

d. Sample Activity, Grades 9-12

While serving in peer counseling situations (e.g., group counseling, pregnancy counseling, tutoring) students will utilize all of the character education traits.

Goal 3: To address the character traits in field trips and special events

a. Sample Activity, Grades K-2

Students will participate in a "Safety Town" field trip to learn their community's laws and their responsibilities in the community. In class, students will discuss the field trip as related to the character trait responsibilities.

b. Sample Activity, Grades 3-5

Students will participate in a field trip to the zoo to expand their concern and compassion for their environment. Students will then prepare and present a skit about the field trip that portrays the compassion they should have for animals.

c. Sample Activity, Grades 6-8

Students will participate in a field trip to the museum to expand awareness of their own culture and to increase tolerance of the culture of others. In class, students can work in small groups to discuss the various cultures depicted at the museum.

d. Sample Activity, Grades 9-12

Students will participate in a field trip to court to view a trial in progress. In class, students will discuss how each character trait was exemplified in the court setting.

Goal 4: To utilize guest speakers to talk about the importance of the character traits

a. Sample Activity, Grades K-2

Ruff McGruff will speak to the students on personal safety ("Take a Bite Out of Crime"). Discussion can focus on responsibility, honesty, self-discipline, courage, integrity, and self-respect.

b. Sample Activity, Grades 3-5

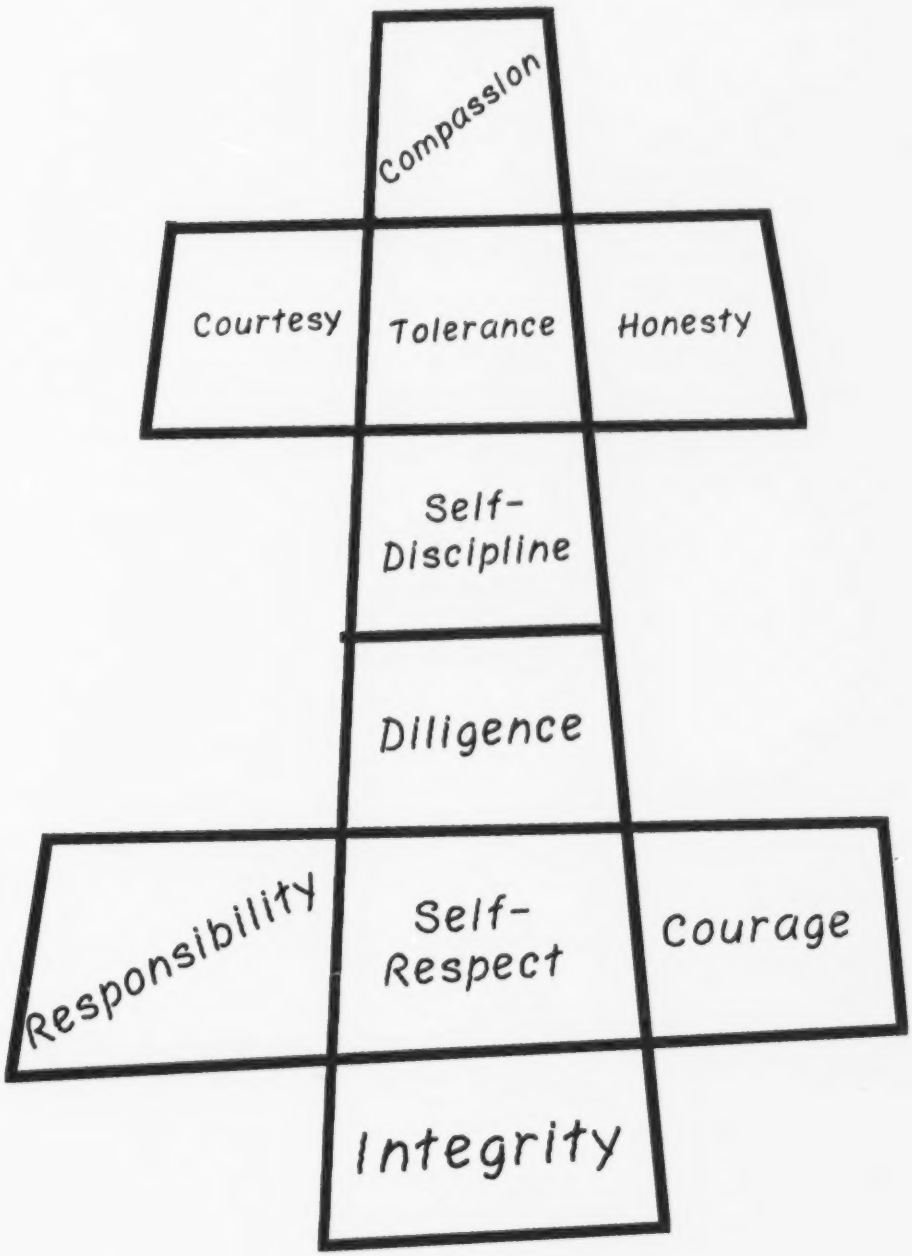
An exchange student or community member from another culture can speak to the class. Discussion can focus on tolerance, compassion, and courtesy.

c. Sample Activity, Grades 6-8

A police officer can speak to the students on drug usage. Discussion can incorporate each of the ten character education traits.

d. Sample Activity, Grades 9-12

A representative from human services can speak to the students on child abuse. Discussion should focus on self-respect, honesty, responsibility, compassion, and courage.


Compassion
Courtesy
Tolerance
Honesty
Self-
Discipline
Diligence
Responsibility
Self-
Respect
Courage
Integrity

GENERAL SCHOOL ENVIRONMENT

Goal 1: To incorporate the character traits in the guidance program

a. Sample Activity, Compassion

Staff and students can establish a newcomers' club for newly hired personnel and entering students.

b. Sample Activity, Tolerance

Student and staff can learn conflict-resolution skills through small-group training.

c. Sample Activity, Self-respect

A peer-counseling program can be set up to encourage students to become counselors and/or to use the services.

d. Sample Activity, All Traits

Local employers can be used as guest speakers to discuss the importance of each character trait as it relates to positions in their respective businesses.

Goal 2: To incorporate the character traits into all athletic activities

a. Sample Activity, All Traits

Athletes and coaches can collaborate to develop a code of ethics for athletics.

b. Sample Activity, Courtesy

Cheers that emphasize appropriate behavior at sporting events can be written and performed.

c. Sample Activity, Diligence

Coaches can draw parallels between drills and actual performance in sports, and hard work and performance in life.

d. Sample Activity, All Traits

Players from varsity teams can devise a program on sportsmanship to be presented to younger students.

Goal 3: To ensure that the character traits are evident in all school contests

a. Sample Activity, Self-discipline

Contest judges (e.g., debate) can discuss with students how contest rules can promote self-discipline.

b. Sample Activity, Honesty

School sales projects can be used to explain the importance of trust by pointing out (1) how profits will be used and (2) the consequences of lost revenue to the project.

c. Sample Activity, Courage

Students can be encouraged and rewarded to enter school-sponsored contests.

d. Sample Activity, All Traits

Staff and students can devise a schoolwide contest that rewards individuals who exhibit desired character traits.

Goal 4: To conduct special assemblies in which the character traits are addressed

a. Sample Activity, Courtesy

Students can create skits that teach assembly etiquette.

b. Sample Activity, Tolerance

A local theater group or puppet show can be invited to the school to provide a program dealing with race relations.

c. Sample Activity, Responsibility

A local judge can speak to the student body about civic accountability.

d. Sample Activity, Courage

A handicapped individual who has gained success in life can talk about overcoming obstacles.

Goal 5: To include the character traits in the student code of conduct

a. Sample Activity, Self-respect

Students and staff can mutually formulate a student code of conduct.

b. Sample Activity, Responsibility

Consequences for not following the student code of conduct can be clearly stipulated in the student handbook.

c. Sample Activity, Compassion

Students who do not follow the code of conduct can be provided the necessary counseling by other students or staff.

d. Sample Activity, Integrity

Students who exemplify consistent ethical behavior in each class can be named "students of the month."

Goal 6: To recognize the character traits publicly

a. Sample Activity, All Traits

The character traits can be featured on bulletin boards, posters, and displays throughout the building.

b. Sample Activity, All Traits

The school can sponsor a public forum on character education.

c. Sample Activity, All Traits

The ten character traits can be listed on student report cards.

d. Sample Activity, All Traits

A recognition program can be held whereby students and staff are publicly rewarded for exemplary demonstration of one or more of the character traits.

Goal 7: To communicate with parents the importance of the character traits

a. Sample Activity, Compassion

Each family can make a commitment to adopt an area of the school environment to maintain or improve for one week (e.g., sweep walks, plant flowers, clean up playground litter).

b. Sample Activity, Responsibility

Each parent can formulate and submit a list of home chores for which successful completion can be acknowledged at school.

c. Sample Activity, Integrity

Each family can prepare a list of basic values that they consider to be important and share them with the school.

d. Sample Activity, All Traits

Students can construct a values inventory for the home that all family members can take.

Goal 8: To include the character traits in all staff handbooks

a. Sample Activity, All Traits

Staff can write a staff code of conduct based on the character traits.

b. Sample Activity, Courtesy

Special recognition can be given to the staff member who goes out of the way to be courteous to others.

c. Sample Activity, Self-respect

Support groups can be established to help staff with school-related and personal problems.

d. Sample Activity, All Traits

Suggested activities can be included in staff handbooks to help reinforce the character traits in both the classroom and general school environment.

Goal 9: To include the character traits in public relations materials

a. Sample Activity, Self-respect

Music students can compose a song that highlights the need for each to recognize his or her worth and dignity.

b. Sample Activity, All Traits

A speakers' bureau can be established to speak to groups and organizations about the importance of character education.

c. Sample Activity, Integrity

A "student-of-the-month" program can be implemented to spotlight outstanding students in local media.

d. Sample Activity, All Traits

Students can design placemats featuring the ten character traits to be distributed to local restaurants or to be used at school banquets.

Goal 10: To provide opportunities for students to exemplify the character traits through school and community service

a. Sample Activity, Responsibility

Students can volunteer to participate in school or community service projects.

b. Sample Activity, Courtesy

Students in the school can adopt a local service club to help it achieve its public-service goals.

c. Sample Activity, Diligence

The school can sponsor a yearly "spic-and-span" day in which students and staff give up a Saturday to "spruce up" the school.

d. Sample Activity, Compassion

With the help of a local environmental agency, students and staff can conduct an environmental project (e.g., planting trees, stocking a pond).

Goal 11: To exhibit all character traits through school-sponsored organizations

a. Sample Activity, Tolerance

Every student can be formally invited to participate in at least one school-sponsored activity.

b. Sample Activity, Courage

A "Hall of Fame" can be established for outstanding student leaders.

c. Sample Activity, Compassion

Each school organization can be required to conduct at least one school or community service project.

d. Sample Activity, All Traits

Each school organization can design a logo symbolizing a character trait representative of the club's mission.

Goal 12: To exhibit all character traits in nonclassroom activities

a. Sample Activity, Responsibility

Students can elect monthly table captains for the lunch period to be responsible for paper pick-up, behavior monitoring, and so forth.

b. Sample Activity, Tolerance

Teachers can develop "between bell" activities to encourage orderly class-period transitions.

c. Sample Activity, All Traits

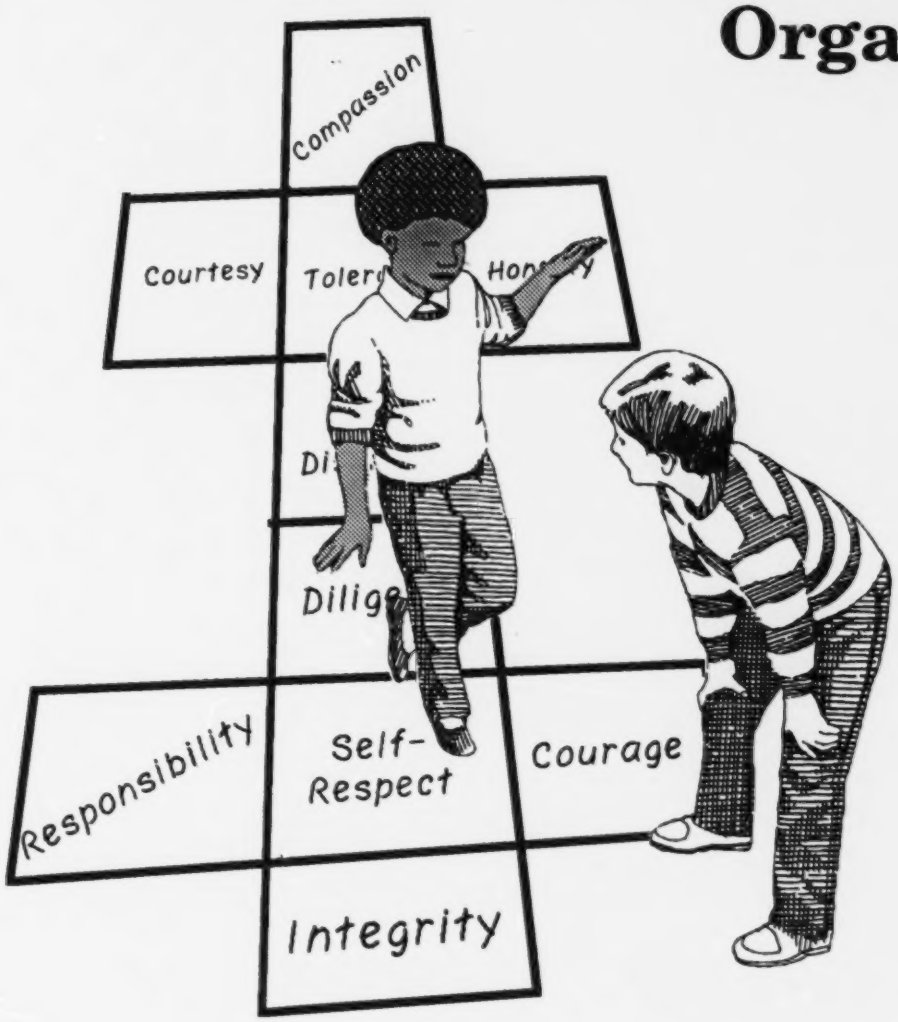
Students can paint murals in hallways, rest rooms, and lockers depicting the character traits.

d. Sample Activity, Diligence

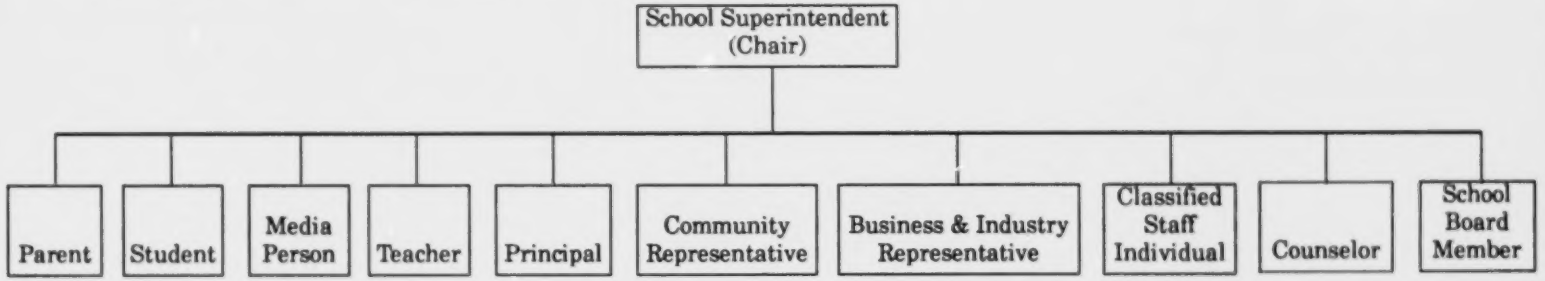
Staff can eat lunch with students at least once a week in the school cafeteria and discuss positive character traits.

Section 4

Sample Advisory Committee Organization



a. Local Advisory Committee (City, Exempted Village, and JVS Districts)



Guidelines

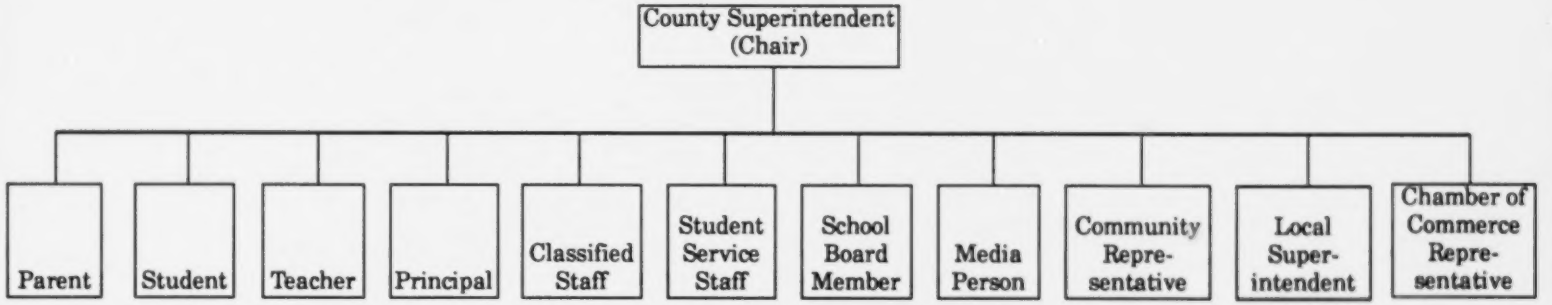
1) The local superintendent (or designee) would chair the advisory committee.
2) The committee should be composed of 11 members.
3) The committee would meet at least three times yearly.

Note: The local advisory committee could be composed of a representative from each of the constituent groups.

Major Responsibilities

1) To review State School Board's Basic American Values.
2) To determine community's values.
3) To develop strategies for incorporating these values in the schools.
4) To establish and monitor activities of advisory subcommittees.

b. Local Advisory Committee (Local School District)



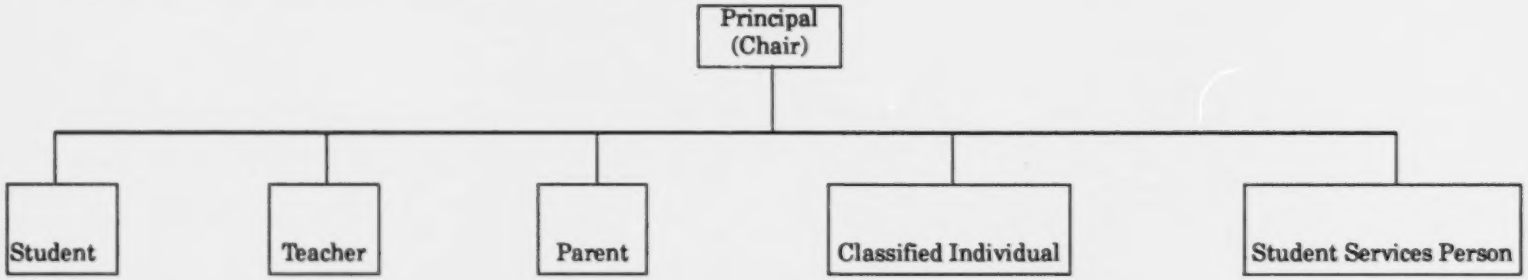
Guidelines

1) The county superintendent (or designee) would chair the advisory committee.
2) The committee should be composed of 12 members.
3) The committee would meet at least three times yearly.

Major Responsibilities

1) To review State School Board's Basic American Values.
2) To determine community's values.
3) To develop strategies for incorporating these values in the school.
4) To establish and monitor activities of advisory subcommittees.

c. Building Subcommittee (City and Exempted Village School Districts)



Guidelines

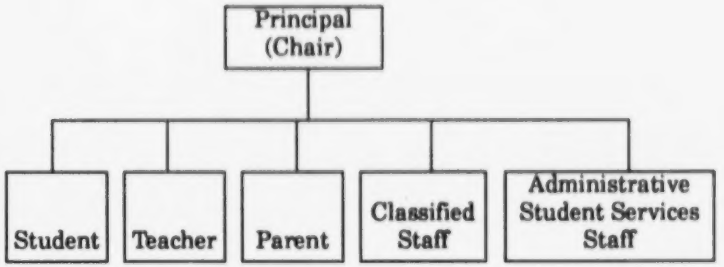
1) Each building with the school district would have a subcommittee.
2) The committee would consist of six members.
3) The building principal would be the chair.
4) The principal would report back to the local superintendent the ideas and activities implemented.
5) Meetings could be monthly.

Major Activities

1) To initiate a character education inventory.
2) To conduct a character education needs assessment.
3) To establish environmental goals and to formulate activities to address the basic values.

d. Building Subcommittees (Local and JVS)

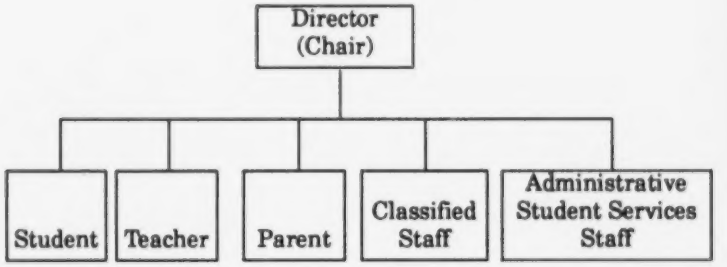
Building Advisory Subcommittee
(Local)



Guidelines

1) Each building within the school district would have a subcommittee.
2) The committee would consist of six members.
3) The building principal would be the chair.
4) The principal would report back to the local or county superintendent the ideas, activities, etc. implemented.
5) The committee could meet monthly.

Advisory Subcommittee
(JVS)



Guidelines

1) The JVS director would be the chair.
2) The director would report back to the JVS superintendent the ideas and activities implemented.
3) The committee would consist of 4-6 members.
4) The committee could meet monthly.

Major Activities
(Local and JVS)

1) To initiate a character education inventory.
2) To conduct a character education needs assessment.
3) To establish environmental goals and to formulate activities to address the basic values.

Local Advisory Committee

↓

Review State School Board's Basic American Values

↓

Determine Community Values

↓

Develop Strategies for Incorporating These Values in the Schools

↓

Establish and Monitor Activities of Advisory Subcommittees

Building Subcommittee

↓

Initiate a Character Education Inventory

↓

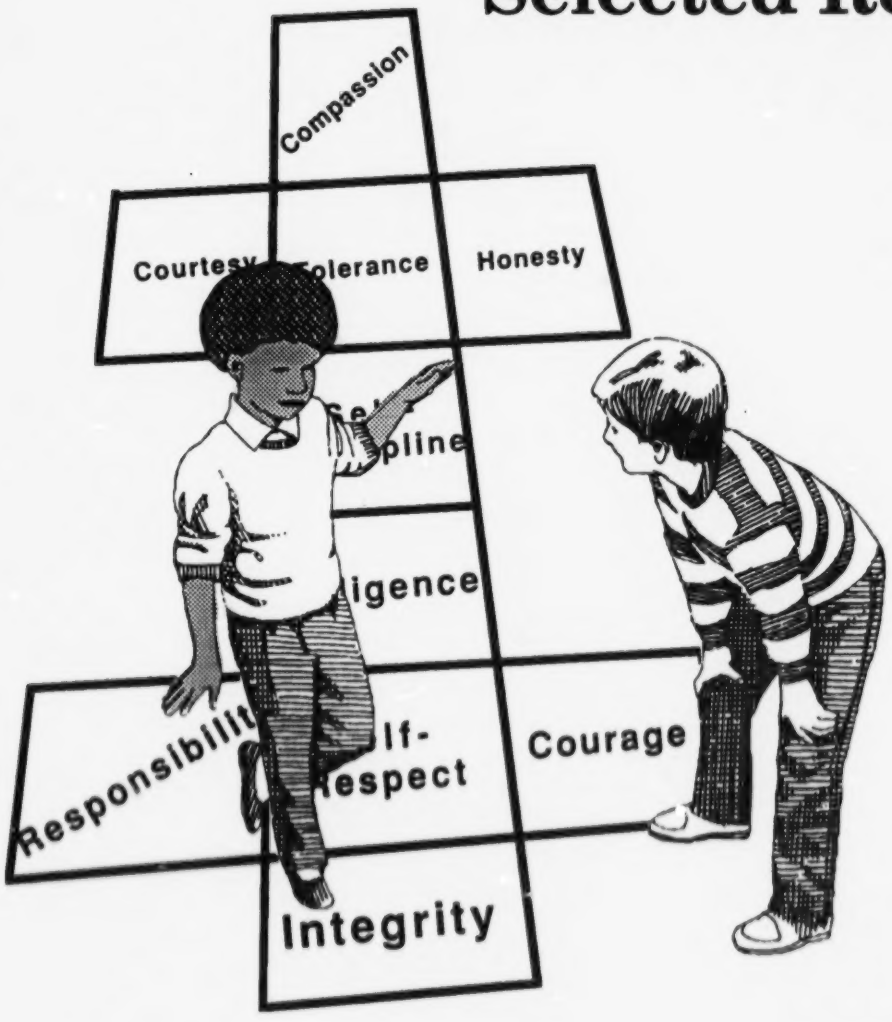
Conduct a Character Education Needs Assessment

↓

Establish Environmental Goals and
Formulate Activities to Address the Basic Values

Section 5

Character Education Selected Resources



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